MI-Access Participation Mathematics Assessment
Grade 7 Performance Level Descriptors

Grade 7	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students **who are emerging toward the performance standard,** with or without assistance, are typically able to demonstrate a **limited*** ability to…	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students **who attained the performance standard** are typically able to **independently***…	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students **who surpassed the performance standard** are typically able to **consistently**** and **independently***…
Claim 1	Recognize a 1:1 relationship of a given modeled ratio; Imitate making a whole using two halves with models or objects; Identify double the amount of a specified quantity (limited to 1 or 2); Identify a set of up to 6 that has been divided into 2 subsets; Use a model to identify the fraction one-half; Differentiate a coin or bill from other objects.	Recognize a 1:1 relationship of a given modeled ratio; Identify that the sum of two halves is equal to 1 whole; Identify double the amount of a specified quantity (limited to 1, 2, 3, or 4); Identify a set of up to 10 that has been divided into 2 or 3 equal subsets; Use a model to identify the fraction one-half or one-fourth; Differentiate a coin or bill from each other and from other similar objects.	Recognize ratio relationships of given modeled ratios; Identify that the sum of two halves or other fractions such as, three thirds or four fourths is equal to 1 whole; Identify double the amount of specified quantities to 4 or more; Identity sets of 10 or more that have been divided into 2 or 3 equal subsets; Use models to identify the fractions one-half and one-fourth; Differentiate and sort coins and bills from each other and from other similar objects.
Claim 2	Match a similar circle to a model when shown with a square; Identify round/circle or square shapes; Match circle or square objects to the correct outline. Identify a corner on a square shape; Count unit squares to find the area of a model of a rectangle up to 4 square units.	Match a similar two-dimensional shape with an object that is proportional in size and in the same orientation, limited to round and square; Differentiate between round/circle and square or sphere and cube; Match an object to its outline; Differentiate between a shape that has corners and one that does not; Count unit squares to find the area of a model of a rectangle up to 6 square units.	Match similar two-dimensional shapes with objects that are proportional in size and in the same orientation; Differentiate and identify shapes circle/sphere, square/cube, and triangle; Match objects to their outlines; Differentiate between shapes that have corners and others that don't; Count unit squares to find the area of rectangles of 6 square units or more.
Claim 3	Identify the quantity of data limited to 1 or 2 on a simple pictograph; Identify when a typical routine associated with morning is likely to happen given the choice of morning or afternoon.	Identify the quantity of data, limited to 1, 2, or 3 on a simple pictograph; Identify when activities are likely to happen (e.g., go to school in the morning, eat lunch at noon).	Identify the quantities of data of 3 or more on simple pictographs; Identify when activities are likely to happen during a day (morning, noon, afternoon, and evening).
Claim 4	Recognize the number that comes next in a sequence of numbers to 5 in sequential order with a difference of 1; Identify how much is "one more" from a quantity up to 5 with a model.	Recognize the number that comes next in a sequence of numbers to 10 in sequential order with a difference of 1; Identify how much is "one more" or when one is "taken away" from a quantity up to 5 with a model.	Recognize the number or numbers that come next in a sequence of numbers to 10 in sequential order with a difference of 1; Identify how much is "one more" and when one is "taken away" from a quantity of 5 or more with or without a model.
*May include students using accommodations as determined by their Individualized Education Program, and communication mode appropriate for the student ****Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better**			